The AI generation gap: Are Gen Z students more interested in adopting generative AI such as ChatGPT in teaching and learning than their Gen X and millennial generation teachers?

Abstract

This study aimed to explore the experiences, perceptions, knowledge, concerns, and intentions of Generation Z (Gen Z) students with Generation X (Gen X) and Generation Y (Gen Y) teachers regarding the use of generative AI (GenAI) in higher education. A sample of students and teachers were recruited to investigate the above using a survey consisting of both open and closed questions. The findings showed that Gen Z participants were generally optimistic about the potential benefits of GenAI, including enhanced productivity, efficiency, and personalized learning, and expressed intentions to use GenAI for various educational purposes. Gen X and Gen Y teachers acknowledged the potential benefits of GenAI but expressed heightened concerns about overreliance, ethical and pedagogical implications, emphasizing the need for proper guidelines and policies to ensure responsible use of the technology. The study highlighted the importance of combining technology with traditional teaching methods to provide a more effective learning experience. Implications of the findings include the need to develop evidence-based guidelines and policies for GenAI integration, foster critical thinking and digital literacy skills among students, and promote responsible use of GenAI technologies in higher education.